The kid's band

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SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

tap	Jaz	sing	gong
clang	strums	strings	Kevin

Practise high frequency words

the	do	a

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

band – a group of people who make music and sing

bangs – hits something to make a noise

gong – a metal plate that produces a loud vibrating noise when hit

tom-tom – a small drum

strings – nylon or metal wires that can be plucked or strummed to make music

strums – brushes the strings of an instrument with your fingers

sticks – tapping sticks for creating a beat or rhythm

clang – the sound of a loud bell or gong

The kid's band

Kevin bangs the drum.
Helen has a hand bell.

Gavin hits the gong.
Tamika pats the tom-tom.

Ned strums the strings.

Jaz can sing and tap the sticks.

Bang, bang, clang, clang,
ding, dong, sing.

Stop!

The kids do not stop.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Have you ever been in a band? What instrument did you play?

2. What sound do these instruments make: drum, handbell, gong, tom-tom, guitar? Which instruments are for rhythm and which ones play a tune?

3. What do you hit a gong with? Let's look at the picture in the story. What did Gavin use to hit the gong?

4. Can a person's voice be considered an instrument when they sing? What does it mean 'to sing in tune'?

5. Why do you think the kids did not stop when they were asked to?

Fluency chart

in	on	can	not
tap	get	bang	hit
bell	pat	sing	drum
kids	band	stop	hand
cross	ding	spill	clang
sticks	drums	string	strum

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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